



# PROMETHEUS

*He gave man speech, And speech created thought,  
Which is the measure of the universe.*

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Greenfield Community College

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## Texas Twang Meets Its Match -- A Virginian Drawl

—Team Teaching

Dean Turner and Rev. Duncan are apparently trying to prove the old adage, "Two heads are better than one," true. At the beginning of the semester they teamed up to teach Psychology C and as May approaches, they're still at it - together. The advantages of such team teaching as this, seem to outweigh heavily, the disadvantages.

The students profit in several ways. First, they hear more than one attitude toward particular subject matter. The differing opinions of two instructors (if they are defensible) may be a valuable aid in stimulating the students' minds. Students have a habit of adopting teachers viewpoints too readily. Team teaching discourages and tends to eliminate this.

Second—students have two opportunities to grasp the subject matter. Where one teacher is weak, unsure of himself on a particular section of material, the other teacher may be able to clarify and illustrate the point. Two different explanations of the same material may clear up a welter of confusion.

Third—students may respond differently to certain teaching techniques. The student who enjoys participating in discussions, may be easily bored by a formal lecture; another student who finds taking notes and thinking them through later profitable, may be confused and frustrated by class discussions. Two teachers are more likely to employ more than one technique, thus giving the student an opportunity to respond to his greatest advantage.

Fourth—two teachers may be able to sustain interest over a longer period of time than one teacher could. The interplay of the teachers' personalities adds a new dimension to the classroom.

In Psychology C, for example, Dean Turner and Rev. Duncan alternate

lectures frequently. Each uses material from his own experiences to illustrate the subject, and since both teachers are present, one can add to and improve upon the lecture of the other. An added advantage for the Psychology C student is the marked difference between a lecture in Rev. Duncan's Texan twang and one in Dean Turner's Virginian drawl.

Well-matched teachers also have much to gain by working in teams. First, they have more time in which to prepare lessons, and perhaps prepare them more thoroughly knowing that they will be working with a colleague of similar background. Second, they learn new techniques of teaching from their partners. Third, they become aware of and can correct more easily their own shortcomings. Fourth, one partner may enhance the personality of the other.

With both teacher and student profiting, it seems reasonable to speculate that team teaching will have a prominent place in education.

## Nurses' Food Sale



Left to right: Dean Johansson, Jim Greenleaf, Bill Lawor, Pat Griffin.  
Photo by Davis

## Second Honors Convivium Held

14 Students Honored

The Second Honors Convivium was held at the Old Mill in Westminster, April 27. Guest of honor for the evening was Dr. Howard Jones, President of Mount Hermon and Northfield School for Girls.

Second-year students invited to attend were: Carol M. Baker, April M. Glabach, Donna K. Pierce, Arlene J. Klinker, Nina M. Flanders, Judith L. Stillson, Nellie L. Harvey, Dexter T. Bliss, Richard N. Scott, and Robert V. Sulda.

First-year students receiving invitations were Nancy A. Reed, Sophia Rokoszak, Donald J. Devino, and John M. McCarthy.

Definition of a make-believe ballroom—St. Kazimers.



## From The President's Desk

Year's end's in sight. If you've made the old college try, you're wondering where the year has gone. If you are making it, you're tired and happy (thanks no little bit to the Spring Fling). Moreover you're better able to put six or eight hours a day into study. You've got term papers lined up, ready for submission on or before their due-dates. You're able to look forth-coming exams in the eye, with confidence. You're maturing. It's a good feeling.

In the process, some pet prejudices have been shaken if not shattered. You've found out that ignorance is your only real enemy. You've learned more about your long- and short-comings. You're changing. You're more sensitive and more sensible. You need a little less to have the spotlight on yourself. Maybe there's something to the notion that one is happy himself in proportion as he gives happiness to others.

Of course it hasn't always been a bed of roses. Life seldom is. One of the sobering and maturing results of education is that the more you know, the less you know. But now, today, that statement is no longer ambiguous. Or, as the Chinese worded it, "the more you know, the more it hurts," if you're developing any real sensitivity.

It hurts, for instance, when after a year of general studies you still don't know what you want to become. (Does one ever?) Be comforted: the real tragedy is to fix your goal on a dead-end job. Avoid tragedy. After a year of study you can see plainly the importance of Dr. Karl Menninger's *first criterion of adult mental health*: the ability to face reality constructively, even reality at its worst. (K.M. has ten criteria. A prize to the first student who can find and report them to me!)

Oh, there are a few self-important cynics among us, man and boy, even some brilliant belittlers. It was ever

## PROMETHEUS

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thus. Bad cess to them. In fact, damn 'em. We have too much at stake to let their bad apple example rot the whole barrel. Looking at life hopefully, constructively, we're growing too fast and too well to pay them respectful attention. Better to have loved and lost than never to have loved at all.

It's been a great, growing year, hasn't it? Are you beginning to see the continuity of life and of learning? Be of good faith.

Walter M. Taylor, President

## Recognize Communist China

Since 1949, the United States has given full recognition to the National government of Taiwan as the legal government of China. Toward the Communists (China), our policy has been one of "non-recognition, economic embargo, and opposition to almost all forms of interaction between the free world and mainland China." We have based our stand on several factors.

(1) The United Nations has condemned Communist China as an aggressor. (2) Communist China has been hostile toward the United States. (3) If we recognized Communist China, it

would be injurious to our international image, particularly in Asia.

However, the Chinese situation has changed! It is time for our policy to change. Communist China is emerging as one of the major world powers. She is showing signs of rapid increases in state power. Her economic, military, and political systems are hopping, her population is expanding at a tremendous rate. The National government on Taiwan is no longer in control, the Chinese Communists are—and they have the whole mainland to prove it. The United States has but one choice—to recognize Communist China.

G.C.C. personnel, when asked for its opinion on the subject, tended to back up this statement. They said, "Communist China should be recognized. It might augment the Sino-Soviet conflict.—Because the Red China officials are the rulers of the Chinese mainland and diplomatic policies would be much easier to work for with a recognized power, we should recognize the government of the mainland.—You can't avoid over six million people and say that they don't exist.—We should recognize Red China because of international trade and international peace, and finally,—What we do will be forced upon us. We will follow world opinion and eventually we will recognize Red China."

## Formal Education Becomes A Cage

There is a point beyond which formal education becomes a cage. Its schedule becomes too rigorous, its books too dull, its artificial exercises, pointless. It forces the student into a rut, instead of challenging him to new heights of knowledge.

This point may be a temporary plateau from which the student can again rise. On the other hand, it may be a dead end. The student of the sixties has three choices if he falls into the latter category: (1) He can continue pushing, perhaps wasting time, energy, and money. (2) He can stop fighting and settle for a life which he can hardly bare. (3) He can explore and perhaps formulate a plan for self-education.

If he decides to continue pushing in the same course, the same rut, he may be ignoring valuable possibilities. Lacking motivation, he may be headed toward academic failure, whereas if he took the time to explore other possibilities, he might be headed toward

the life, the career he really wants. He may be a successful student, but bitterly dissatisfied with the life he has made for himself.

If he makes the second choice, he may find himself in another cage, perhaps worse than the first one. He has failed himself, and must continually ask himself, "What if I had gone on?" The probability of an unskilled or semi-skilled job awaits him along with the possibility of a life of disillusionment.

The person who makes the third choice can also fail, but at least he retains some self-respect. If one has the talent and wants to become an artist, it is only self-deceiving to continue studying to become an engineer or a teacher. A period of self-education may be more profitable than more formal education. A drastic change in curriculum or an apprenticeship may be in order, but to stay in the same rut, not even admitting that it is a rut, is ridiculous.

## Bowling Club Unscathed By Apathy, Lack Of Organization

The G.C.C. Bowling Club is one of the few extra-curricular activities that has come through the year unscathed by apathy, lack of participation, and general disorganization. While the glee club barely got organized, the girl's basketball team fizzled out, and the chess club disappeared, the Bowling Club continued its weekly meetings with regular attendance and an abundance of enthusiasm.

The Strike-Outs (Phil Argy's team) vied for first place with the Dubbers (Ray Berry's team). Meanwhile, Ray Berry and Marv Wizwer fought it out for high average.

Jim Sweeny, the club's good humor man, added to the informal atmosphere each week. Jo Lawler and Marilyn LeVitre supplied the club's mascots, three delightful Danish Trolls. Allan Parrot provided the club with "southpaw" antics, and Bob Lenois searched diligently for the perfect strike ball. (The search ended in frustration).

Betty Chudzik copped high girl's average, while Jerry Muchiak chased Jean Ross up and down the alleys (bowling alleys, that is). Jimmy Tetreault attempted an impersonation of Don Carter, but didn't quite measure up. Andy Bullard, the quiet man, demonstrated perfect bowling form, while Marguerite Daignault could be seen solving calculus problems between strings and Carol Nadeau salvaged gutter balls for strikes. Meanwhile Dexter Bliss could be seen concentrating exclusively on getting another strike.

The club, composed of six teams, three players on each, has been in ex-

## From The Underworld

In the summer the weather is too hot, in the winter too cold, in the fall too sad, and in the spring too restless; there is never a period of satisfaction. Snowflake will follow snowflake and no one will ever know when the last one falls. Freezing water will become ice and no one ever knows when the last drop freezes. Night will follow day and then day will come again and no one is quite sure when one begins and the other ends.

'Orpheus Descending'

istence for two years. Marv Wizwer organized the club and has been club President for the two years. Jean Ross has been the club's treasurer. Next year Ray Berry will continue the club for those interested.

One sad note in the club's history—losing to the faculty by three points last Saturday.



## THE THOG!

— a versatile Character

A THOG! has been watching over the G.C.C. snack bar for quite some time now. The following detailed description of the THOG! and its purpose is intended not only to confuse you, but to quell you intellectual curiosity, which I presume has been aroused already. If the following information proves insufficient, I propose that you do your own research, and so that you won't be wasting valuable time, write your next term paper on the subject. I can only warn you that you will have considerable difficulty locating information on this elusive creature.

THE THOG! has medium to long unruly hair. (Caution - do not confuse with the Danish troll because of this factor). It is endowed with a head, from which its hair grows, and two eyes. Fortunately the THOG!'s creator neglected to give it a mouth. The THOG! moves along in  $\frac{3}{4}$  time on a V of particles which closely resembles a group of dashes. No one has ever seen a THOG! in a position other than face to.

The THOG!'s prime function is to protect us from the flying Krotz. (For the information of the intellectually stunted, Flying Krotz escape, whenever you put a lump of sugar into coffee or tea. They make their get-away while the coffee or tea is absorbing the sugar.) The horrible Krotz spread the

dreaded Manchurian Knee-Cramp. If it weren't for the THOG! most of us would be afflicted by this disease. In its spare time the THOG! manages to come up with thoughtful stratagems for printing in *Prometheus*.

## Library Or Snack Bar

G.C.C. has a fine library—well-lighted, spacious, adequately stocked, and equipped with modern study desks. Granted, it's no Library of Congress, but it's sufficient for the size of the school.

G.C.C.'s library has almost everything that a library should have. I said *almost* everything. It lacks something vital—an atmosphere conducive to studying. Tell me that you can concentrate during the day in the library and I will question your honesty. The library's atmosphere at times is similar to that of the snack bar. Should we post signs showing the way to the snack bar, or should we just change locations of the library and the snack bar?

I have several serious suggestions. First, an effort on the part of the students to cut down the noise; secondly, if fire regulations do not forbid it, the closing of both doors to the library. This would cut down on noise created at each class change; thirdly, a stricter enforcement of the library rules.

I realize that it is very easy to talk out loud without being aware of the distraction it is causing, but, the library is not the snack bar and only when students realize this, will our library be complete.

Easily distracted,  
Dave Buell

## Vibroscope

Psychology students are frustrated. The ratio of students to extra-reading books is a bit unbalanced.

Spring must be here. Miss Baker looked like she was attempting a Thailand dance in Humanities and Mr. Fredrickson has been reciting *Little Miss Muffet* to his classes.

The Beatles have finally arrived at G.C.C.

In spring a G.C.C.'ers fancy turns to . . .

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## VIBROSCOPE—

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Nina wants a name for a white fluffy kitten with a black spot on its head. Reward to be announced later.

If anyone sees Pat Makariwez, Jackie Jenkins, and Val Grant fishing, please report them to the nearest game warden. (They haven't bought fishing licenses yet.)

## Choose An Album And Relax

The records in the G.C.C. library are available for all students to use. Students may choose an album, check it out with the librarian, and take it to room 205 where the record player is located.

One may choose selections from the following categories: Opera, Musical Comedy, Folk Songs, Classical, Semi-Classical, and Jazz. Among the records in the library are *Carmen*, *Camelot*, *The Weavers*, *Brahm's No. 3*, and *Beethoven*.

For those interested in Jazz and its history, there is an album entitled, *The History of Jazz*, which contains six records and a book explaining in more detail the steps of Jazz which can be heard on the records.

The records are not available to students for circulation.

## L'Alouette

by Jean Anouilh

Is a play words or acting? On the evening of April 21st, students from the Connecticut Valley, filling U. M.'s Bowker Auditorium to capacity, had an opportunity to judge this question as they watched Jean Anouilh's *L'Alouette*, the story of Jeanne d'Arc, presented entirely in the French language.

Of those attending, some were proficient in the language and followed the lines easily. This was obvious from the quick response to humorous lines. Many others were following haltingly with the aid of English translations, and others were quite frankly bored, as the empty seats after the first act testified.

Hearing a play in another language is an interesting experience. Naturally, familiarity with the story is a great

help, and a certain amount of French is necessary for clues as to the progress of the story. But actually, everything necessary was told by the acting, which was beautifully and expressively done. Jeanne especially, by means of her facial expressions and vocal inflections, conveyed her message unmistakably. Even a person totally unfamiliar with French could not fail to come away with a clear impression of the beautiful and tragic story. I found the evening a memorable experience and recommend it to all who enjoy trying something that is different.

Betty Manning

## Osric's Reply

Clouds gather  
Patter, the rain falls  
Cleansing,  
Yet still not clean;  
It's deeper,  
Ingrained, impressioned  
Where soul and self meet.  
Despair,  
Emptiness;  
Falling, falling  
Nowhere;  
Love.  
Wind tossing trees  
Restlessness the seas;  
All  
Rain.

Osric

## Questionnaires Tabulated

The results of the questionnaire (on the value of things which you own), which you filled out at a recent Director's Hour, have been compiled. One hundred and eighty students completed the questionnaire and by the use of proportions, it is estimated that out of a student body of 1,000:

329 will personally own their own automobile  
795 will own cameras  
579 will own record players  
118 will own tape recorders  
825 will own radios  
317 will own musical instruments  
161 will own TV sets  
577 will own electric razors  
590 will own typewriters

"The value of this personal property is conservatively estimated at \$333,000. The total value of their personally owned sports equipment is \$150,000; their wardrobes \$540,000."

One thousand students would be expected to spend annually:

\$201,700	food and drink
\$136,200	transportation
\$129,000	clothes
\$ 63,000	entertainment
\$ 39,400	barbers and hairdressers
\$ 33,800	smoking
\$ 15,700	telephoning

## Second-year Students Comment On G.C.C.

Basically, if one is concerned only with the three prime objectives for setting up this college, then, yes, it has accomplished what it set out to do, i.e. first: relieve some of the pressure on U.M., secondly, provide an academic experience after high school, and thirdly, to co-ordinate the college with activities in the community. There is, however, a need for an extended curriculum, better communication between the Student Council, students, faculty, and administration.

When I found out that there was going to be a college in Greenfield, I was very happy, but had no intention of going to it. All I could think of was being in this town and feeling as though I were still in high school. Now I feel quite differently. Whether one studies or not depends upon the individual and whether one wishes to pass or to do the best possible, does also. There are no teachers pressing you to do anything. In such an atmosphere, a person is willing to work hard, because if he doesn't, he harms only himself.

I feel quite strongly that G.C.C. is an asset to the community in many ways. It is a stepping stone for further post-secondary education, an inspiration to acquire further education. It also serves as a community resource for businesses which are willing to hire graduates and place them in training programs or other levels of business. The Nursing Program is undoubtedly a tremendous benefit to the community, but even more to the students enrolled in the program.

However, I feel that the lack of an adequate campus detracts from the college atmosphere as a whole. This is due partially to the present circumstances surrounding the area and the limited facilities. But we must take into consideration the time element and expansion possibilities. In all, I feel the college's assets far outweigh its limitations.